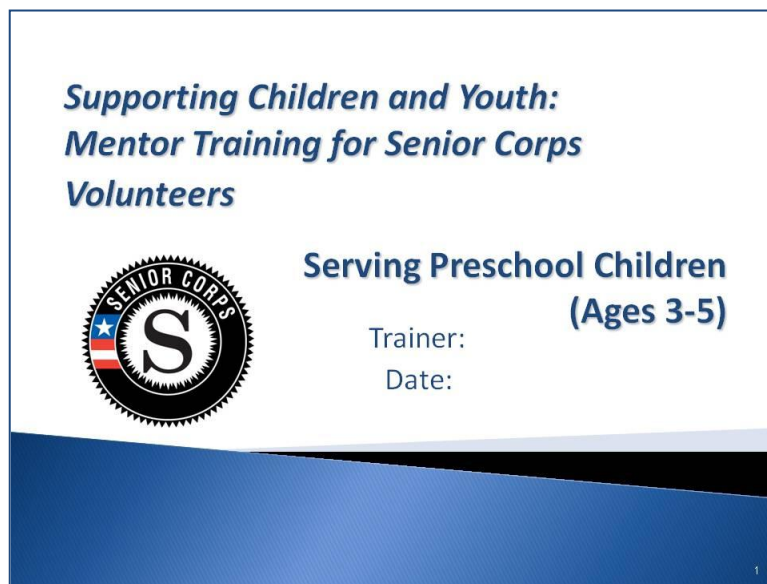


***Supporting Children and Youth:
Mentor Training for Senior Corps Volunteers***

Module 7

Serving Preschool Children (Ages 3-5)



Module 7. Serving Preschool Children (Ages 3-5)

INTRODUCTION

Foster Grandparents and RSVP volunteers are the caring adults who provide extra attention and encouragement to children in preschool programs. This workshop provides tips and opportunities for discussion on the best ways volunteers can help support these children.

This workshop is an introduction to volunteers serving children ages 3-5 in preschool programs; however, those who have had extensive contact with young children or experienced preschool volunteers will also have something to learn and share. It is assumed that volunteers will attend, or have attended, an orientation at the preschool station where they are introduced to the classroom and learn about program policies.

This workshop includes a brief lecture, a small group exercise, and a short reflection activity. It is recommended that you do a full 2-hour workshop to allow more time for group discussion.

Remember that you do not need to present this workshop “as is”. Modify the session to fit your participants’ needs and interests, and the services available to children in your area.

Objectives

By the end of the session, participants will better understand:

- Child development milestones at ages 3-5
- How preschool helps children prepare for school
- How preschool volunteers can contribute to children’s social, emotional, and cognitive development

Visual Aids (Power Point) and Facilitator’s Notes


If you are using the PowerPoint slides included with this curriculum, Facilitator’s Notes are provided under each slide. These notes provide the same information as the Facilitator’s Notes included in this document, however they are not as detailed.

It is recommended that you use easel paper, a whiteboard, or a chalkboard to note responses to some of the “callout” questions and important points that participants make during the exercise “debrief.” This validates participants’ knowledge and reinforces learning. You may want to write the headings on sheets of easel paper in advance to save time.

This symbol will cue you as to when you might jot down responses:











Handouts

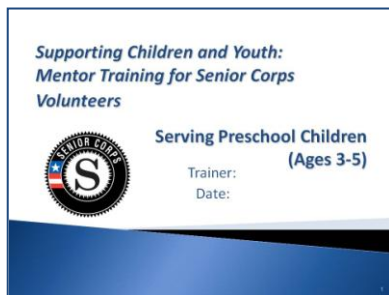
The handouts for this session follow the Facilitator's Notes and Instructions. Handouts 1-3 should be distributed during the session; this symbol in the Facilitator's Notes will cue you as to when: . Handouts 4-7 are optional and can be distributed after the exercise debrief or at the end of the workshop. The last handout, *Training Feedback Survey*, is recommended for the end of the session.

1. Preschool-Age Development
2. Exercise Worksheet: Supporting Children in Preschool
3. Changes in Child Care
4. Tips: Reading Aloud to Children (optional)
5. Tips: Helping Children Build Language Skills (optional)
6. Tips: Helping Children with Social and Emotional Growth (optional)
7. Recommended Resources for Volunteers Assisting Preschoolers (optional)
8. Training Feedback Survey

SESSION AGENDA

Activity	Estimated Time	Method	Slide Numbers
I. Welcome	20 min.		1
A. Learning Objectives	5 min.	Lecture	2
B. Warm-up: Preschoolers (True or False)	15 min.	Large group discussion	3
II. Preschool Children	30 min.		--
A. Child Development  <i>Preschool-Age Development</i>	15 min.	Lecture	4-5
B. Preschool's Purpose and Routine	15 min.	Lecture, large group discussion	6-8
III. Supporting Children's Development in Preschool	45 min.		--
A. Volunteers at Preschools	10 min.	Lecture	9
B. Exercise: Supporting Children in Preschool  <i>Exercise Worksheet: Supporting Children in Preschool</i>  <i>Tips: Reading Aloud to Children (optional)</i>  <i>Tips: Helping Children Build Language Skills (optional)</i>  <i>Tips: Helping Children with Social and Emotional Growth (optional)</i>	15 min. 20 min.	Small groups of 3-4 Debrief (large group discussion)	10-11
IV. Reflection: Changes in Child Care  <i>Changes in Child Care</i>	20 min.	Individuals, pairs	12
V. Closing  <i>Recommended Resources for Volunteers Assisting Preschoolers (optional)</i>  <i>Training Feedback Survey</i>	5 min.	Lecture	13

FACILITATOR'S NOTES AND INSTRUCTIONS



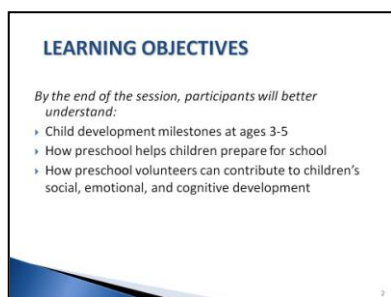
If you are using the PowerPoint slides, have slide 1 up on the screen.

I. Welcome

Welcome participants and introduce the workshop. "Foster Grandparents and RSVP volunteers are the caring adults who provide extra attention and encouragement to children in preschool programs. This workshop provides tips and on the best ways volunteers can help support these children, and opportunities for you to learn from each other."

A. Learning objectives

Show slide 2.



Describe the learning objectives. In this workshop, participants will be introduced to and discuss:

- Child development milestones at ages 3-5
- How preschool helps children prepare for school
- How preschool volunteers can contribute to children's social, emotional, and cognitive (thinking and learning) development

B. Warm-up: Preschoolers (True or False)

The purpose of this warm-up is to get participants excited about working with this age group (3-5 year olds), if they are not already.

"Keep in mind that every child's development is unique and depends on many factors; individual personality, their home and community, their experiences. Let's talk about some things, in general, that children ages 3-5 can and can't do."

CALLOUT: "True or False: Preschool children can figure out a solution to a conflict – a problem they are having with another child." (Give respondents a moment to answer. If someone says "True", ask them to give you an example.)

Answer: True. Children ages 3-5 have limited language ability and are focused on themselves; however, they are learning how to get along with other children, especially in a setting like preschool where they need to share materials and play together. Children are often able to come up with solutions, on their own or with a little help from an adult, and agree to simple compromises (e.g. take turns with the toy).

CALLOUT: “True or False: Preschool-age children can control their emotions when they want to (e.g. stop crying when they are told to).”

Answer: False. They are starting to learn how to manage feelings like anger and frustration, but they cannot turn it off at will. In fact, when adults around them get upset, this usually makes it more difficult.

CALLOUT: “A four-year-old child can use a computer. True or False?”

Answer: True, in a limited way. By the time children are four, they can use a computer keyboard and mouse, although they will have limited control because their hand-eye skill is still developing.

TIP: Develop your own True-False questions. What are some things that amaze you about preschool-aged children? What are some common misconceptions that older adults seem to have about this age group? Develop your own “true-false” statements so you can use this section to clarify.



Show slide 3.

Tell participants that preschool-aged children can already do, or learn to do, many things on their own, or with guidance from a caring adult.

CALLOUT: “What things have you seen 3-5 year olds do that surprised you?” (Jot down some of the responses on easel paper.)

Examples:

- Use play-acting as a way to cope with fears (e.g. ties up a “monster”)
- Use a simple picture map to find an object in a room.
- Understand that words can rhyme or start with the same sound
- Memorize words to simple books and retell stories they have heard in their own words
- Describe the art they create and what they like about it
- Understand “same” and “different” and describe what makes something the same or different
- Use “trial and error” to make something work (e.g. putting a simple puzzle together).



II. Preschool Children

Child Development

How preschool-age children learn

- › Children are active learners (hands-on exploration and discovery)
- › Children learn through
 - › Using all their senses (touch, taste, sound, smell, sight)
 - › Interactions with adults and children at home and school
 - › Using materials available to them
 - › Play and imagination

A. Child development

Show slide 4.

Tell participants that, as they no doubt noticed, children are “active learners”.

Active learners:

- Learn through hands-on exploration of the world around them
- Use all of their senses (touch, taste, sound, smell, and sight)
- Learn best when they can discover things for themselves rather than being told
- Learn through hands-on exploration of the materials available to them
- Learn by “dramatic play”; that is, acting out roles like “mom” and “dad” and trying out different ways of being
- Learn through their interactions with adults and other children
- Have limited patience for sitting still but unlimited imaginations


“Preschool programs are designed to engage these active learners.”

Show slide 5.

Child Development

Preschool contributes to learning in these and other areas:

- | | |
|---------------------|-------------------------|
| › Language | › Physical Development |
| › Literacy | › Emotional Development |
| › Logical Reasoning | › Social Skills |
| › Mathematics | › Creative Arts |

 Distribute the handout *Preschool-Age Development*. Tell participants that all children are individuals and development occurs over time, at different paces. The handout has examples of some typical development patterns that preschoolers show.

“Preschool activities might look like children simply having fun, but they are designed to help children develop these important skill areas.” (Give examples from each of the skill areas.)

Language

- Language skills are developing rapidly. Preschoolers are learning new vocabulary, communicating in simple sentences, and improving grammar and pronunciation.
- Older preschoolers can follow multi-step directions. Children will talk about personal experience and things that interest them, and initiate conversation (younger preschoolers will need more prompting from adults).

Literacy

- Younger preschoolers are learning their letters and noticing print in everyday situations (e.g. signs), and realizing that text in books is telling a reader what to say.
- Older preschoolers can say and recognize many letters, read some short words, and are capable of writing some letters legibly.

Logical Reasoning

- Younger preschoolers can do simple puzzles, understand the concepts of “same” and “different”, and sort objects by a characteristic.
- Older preschoolers can describe objects and shapes.

Mathematics

- Younger preschoolers can count to 5, and start to recognize written numbers 0-9.
- Older preschoolers can count to 10, and add and subtract numbers up to 4.

Physical Abilities

- Younger preschoolers are improving finger skills (dexterity), and can ride a tricycle and use a swing. They are getting better at running and climbing.
- Older preschoolers can play for longer periods of time, hold writing/drawing tools and play with toys that have smaller parts. They are improving hopping, skipping, galloping, and kicking, throwing and catching a ball.

Emotional Development and Social Skills

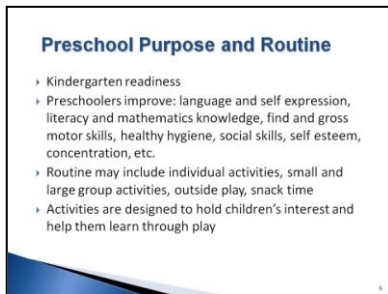
- Younger preschoolers need adults they know around them, but are developing relationships with other children. They are learning about feelings and will offer comfort (a hug) to someone who feels bad.
- Older preschoolers are learning coping skills for dealing with negative emotions (e.g. talking it out, drawing a picture). They are improving in their social relationships with other children, will join group activities, and can suggest ways to resolve a conflict.

Creative Arts

- Younger preschoolers can play simple rhythm instruments, and their artwork begins to show recognizable forms. They are very involved in dramatic play and prefer to use real objects and costumes.
- Older preschoolers can sing songs they made up and songs they have memorized. Their artwork may involve letters and starts looking more realistic. They like to dance and are better able to move to the music. Dramatic play begins to involve specific play acting scenes such as taking the dog to the vet.

B. Preschool's Purpose and Routine

Show slide 6.



Tell participants that the purpose of preschool programs like Head Start is to support children's development and help them be ready for Kindergarten.

- They learn important social skills such as getting along with other children and adults, polite behavior and what is expected of them.
- They build self esteem and confidence as they learn how to do new things and solve problems.
- They start to learn self-control, how to handle disappointment and how to focus or concentrate.
- They develop language (vocabulary and grammar), learn their letters, numbers, colors, and shapes.
- They learn about the everyday surroundings and how things work.
- They learn healthy hygiene (cleanliness) habits and countless other new things.

CALLOUT: “Has anyone heard of ‘learning through play’? What do you think is meant by that?” Give participants a minute to respond, and then validate/expand on their ideas.

Note that learning through play is active learning that involves exploration and creativity. Ask participants for examples of the kinds of activities that might facilitate learning through play at a preschool (e.g. songs about the alphabet, counting blocks together, talking about the pictures in a book, putting together a puzzle, using different writing/drawing tools, etc.).

CALLOUT: “Has anyone had regular experience in a preschool program?” If yes, ask: “What does a typical day look like? Did you notice if there was a routine to the day?” (Participants may mention some or all of the following. As you discuss, point out how everything is designed to help children learn.)

Arrival

- When children arrive, teachers (and volunteers) greet them to make them feel safe and welcome.
- Children might then put their things away in a place that is put aside for them.
- Children learn what is expected of them during this routine.

Large Group Time (class)

- During class time, teachers might start the day by having all the children sit together in a circle and talk about something they want to share.
- Teachers validate what the children have to say.
- Children learn to “share the spotlight” and take turns talking.

Individual Activity Time

- The teacher may have children choose and plan the activities they do; for example, art, books, science activities, toys, puzzles, building something using materials such as blocks, pretend games using clothing or other toy props.
- Children might be asked afterward to recall what they did; this helps build language and memory skills.
- Children learn how to make decisions by planning and making choices.

Small Group Time

- Children may play in small groups or work on projects together.
- They may use dramatic play (pretend) to try out different roles or ways of being (e.g. teacher, father, baby, puppy).
- Younger children often play side by side (“parallel play”) rather than playing together directly. Some children also like to observe others playing for a while before they decide to join in.
- Children learn to express feelings, build language, and work out their understanding of the world.
- Children learn social skills, including problem-solving and cooperating with others.

Outside Play

- Preschools usually have a playground or outside area for children to have “recess”, let off steam by running around.
- Outside play allows children to engage in the natural environment.
- Children learn to cooperate, invent games and rules, and share equipment.
- Children learn to use their bodies in different ways to develop motor skills.

Meal/Snack Time

- Children receive a nutritious meal or healthy snack and brush their teeth afterward.
- Children learn important cleanliness (hygiene) habits such as washing their hands before eating.

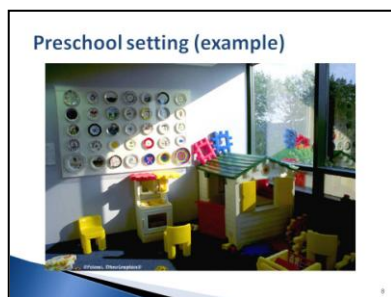
Tell participants that preschool programs such as Head Start have an organized daily routine (although the specific routines may differ by site). Given the importance of routine for younger children, a daily routine, once established, is consistent, but the activities are varied to encourage children to explore, use their imaginations, develop new skills, and build self confidence. Although there is a range of activities and materials available to children, everything is designed to help them learn something.

Show slides 7 and 8. Point out that there is space and opportunities for children to engage in learning through play.



Example of a preschool setting: The preschool environment has spaces for children to play together or alone if they like. There are a variety of materials to explore, build, experiment and create with— e.g. blocks, play dough, sand and water, simple tools, art supplies, and toys for making music. There are materials for dramatic play: e.g. puppets, toy animals and cars, clothing to try on. There are materials for learning – books, puzzles, geometric shapes. Some preschools have computers for children. Outside there is safe climbing equipment, outdoor toys like balls, a sandbox and toys, and grass to run on.

“Let’s talk about how volunteers support preschoolers.”



TIP: Get a first-hand account. If you have a volunteer who is already serving at a preschool, or has worked at a preschool in the past, ask them to tell the group about what they do during a typical day: what is the classroom routine? What does the volunteer do with the children during these activities? You may also want to ask a representative from the preschool where volunteers serve to speak to your group.

III. Supporting Children's Development in Preschool

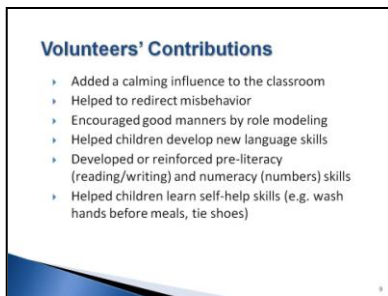
A. Volunteers at Preschools

Tell participants that volunteers at preschools provide extra one-on-one attention to children. Volunteers also assist children with special needs.



CALLOUT: “What are some of the things volunteers do in the preschool classroom? What are some of the ways they provide support?” (Jot down some of their responses on easel paper.)

Show slide 9, and point out any contributions that the group missed.



Volunteers provide support by:

- Adding a calming influence to the classroom, including helping to redirect misbehavior
- Encouraging good manners (e.g. cooperating and sharing) by role modeling
- Helping children develop new language skills, including non-English speaking children and children with speech impediments
- Developing or reinforcing pre-literacy (reading) and numeracy (number) skills
- Helping children learn hygiene and self help skills (e.g. washing hands, going to the bathroom by themselves, tying shoes, using utensils at meal time).

Tell participants that research has shown the following benefits to preschool children and classrooms where Senior Corps volunteers have served:

- Children receive more individual attention and undivided attention from a caring adult
- Children who were anxious, tired, or irritable were given emotional support
- Activities were structured so that children could experience success and build self esteem

TIP: Try to allow everyone to share, even if you are training a large group. If you don't have time to hear from everyone when you “callout” a question, try this alternative: call out the question, then ask everyone to share their thoughts with a neighbor. After a minute, ask for a few responses from the large group. This ensures that everyone gets to share their ideas with another participant, if not always with the whole group.

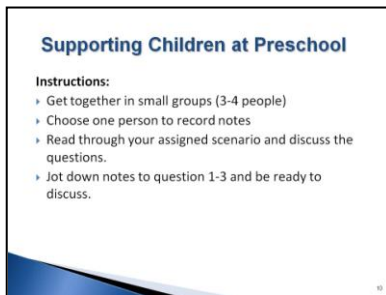
B. Exercise: Supporting Children in Preschool

The purpose of this exercise is to help participants think through strategies to assist children at preschool in appropriate, constructive ways.

YOU WILL NEED: Copies of the handout, *Exercise Worksheet: Supporting Children in Preschool*, easel paper and a marker for taking notes during “debrief”.

“Let’s put ourselves in some typical preschool situations.”

Show slide 10.

**INSTRUCTIONS**

1. Distribute the handout, *Exercise Worksheet: Supporting Children in Preschool* to each person.
2. Ask participants to get into small groups of 3 or 4. Ask each group to identify a recorder to take notes.
3. Assign each group one of the examples. Explain that these are situations they might encounter during their preschool assignment. Be sure to emphasize to participants that the preschool teacher/staff will always be there to provide guidance, and they should never be shy about asking for help.
4. Ask the groups to take 10 minutes to discuss. The recorder should jot down notes to the three questions at the bottom of the worksheet.
5. After 10 minutes, bring the group back together for discussion.

TIP. Customize this exercise. Develop scenarios that you think the volunteers will most likely encounter at their preschool assignments, scenarios that you think they should be ready for. This is especially important if the target preschool population has special needs (i.e. learning or physical challenges). If there is a scenario in the worksheet that you feel is inappropriate for this group, delete it prior to copying the worksheet for distribution.

DEBRIEF

Question 1 asks the group to come up with some steps for assisting the child/children in the example. Question 2 asks for two behaviors they would role model in that situation. Question 3 asks what they would like the child to learn from that encounter. (If the group gets stuck, see page 18-20 of these facilitator notes for sample responses.)



For each example that the groups were working on:

1. Ask the recorder to share the steps (question 1) that the group came up with to assist the child/children in the situation. Write down the steps on the easel pad. Validate ideas and clarify as needed.
2. Ask the recorder for two behaviors that the group would role model in the situation (question 2) and what they hope the child will learn from the encounter (question 3).
3. Ask the larger group if they have anything to add, and use the chart to write down main ideas.

Regardless of the situation they were discussing with their group, here are some points that participants should remember:

- The volunteer needs to follow the teacher's lead regarding classroom rules and consequences. Observe the teacher; ask the teacher questions at an appropriate time.
- The teacher may have an individual learning or behavior plan for each child. The teacher would not show volunteers the actual plan, but his/her verbal instructions would be consistent with the goals of the plan.
- Volunteers are trusted members of the classroom and valuable role models. Always be aware that children watch the adults around them to learn how to behave.
- Pay attention to the language the teacher uses with the children and the emphasis placed on certain things (e.g. counting). The teacher will be reinforcing lessons s/he wants the children to learn as they play. S/he will also use positive language (vs. "no" and "don't") to redirect behavior ("use your quiet voice" vs. "stop yelling").
- Sometimes the volunteer will need to resist the urge to help a child. Children need to experience the challenge and work through it to accomplish things on their own; this is how they learn.
- The volunteer is the child's cheerleader, and not there to discipline. The teacher will advise on what to do when children show challenging behavior.

- The volunteer should remember to be patient with children's challenging behavior. Usually children "act out" because they are trying to convey a need and don't have the language and self control to express themselves in other ways yet.
- The volunteer should notice the child doing something good and encourage that behavior by being specific with praise ("You are really good at remembering where all those toys go").

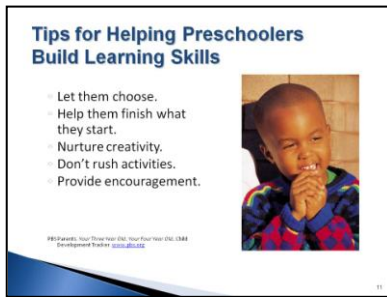
TIP: Reinforce the importance of using positive language with preschoolers. During the exercise discussion, if negative language is suggested ("no", "don't", "you can't"), ask participants if it might be rephrased. If you know the group well, you might also use humor to help them remember by substituting positive language for normally mundane statements during the workshop (e.g. "Let's enjoy our smokes in the fresh air during break!" instead of "You can't smoke in here").

Optional: Distribute these handouts with tips for working with preschoolers.

 *Tips: Reading Aloud to Children*

 *Tips: Helping Children Build Language Skills*

 *Tips: Helping Children with Social and Emotional Growth*



Show slide 11.

“Last, here are some tips to remember when working with preschoolers:”¹

- Let them choose. Give children a chance to make simple choices. So many aspects of children’s lives are controlled by the adults around them; it is good for them to get some practice making choices.
- Help them finish what they start. Give them support when they need it, but let them learn by trying and finishing; this is satisfying to them and builds their confidence.
- Nurture creativity. Encourage children to ask questions, try new experiences, and try different ways of doing something.
- Don’t rush activities. Children need extended periods of time to really get engaged.
- Provide encouragement, not generic praise. Be specific about a child’s accomplishment (“You caught the ball!”) rather than providing the more general, “Great job!” Acknowledge children’s progress and achievements.

¹ *PBS Parents (www.pbs.org). *Your Three Year Old. Your Four Year Old.* Child Development Tracker.


IV. Reflection: Changes in Child Care

Show slide 12.



Remind participants that, as they no doubt have noticed, some attitudes and practices in child care have changed since they raised children. For example:

- Nowadays, there is more emphasis on encouraging good behavior and redirecting challenging behavior, and no physical discipline is allowed.
- There is also a lot of emphasis on helping children learn to do things on their own through trial and error (safely, of course) so they can develop problem-solving skills and self esteem.

 Distribute the handout *Changes in Child Care*. Ask participants to take about 10 minutes to reflect on the discussion today, and how child care has changed since they raised children.

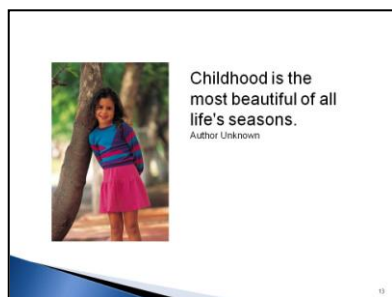
After 10 minutes, invite them to share their thoughts with a partner, or ask a few participants to share with the group.

As an alternative to the worksheet, you may want to discuss real life situations as a group. Are there some important changes that you especially want them to remember?


TIP: Resources for Grandparents Raising Grandchildren. Are some of your volunteers exhausted from raising their own grandchildren? A group of national organizations working on behalf of children and/or seniors (AARP, Generations United, and others) has been collecting resources available to these families. *State Fact Sheets for Grandparents and Other Relatives Raising Children* provide state-specific data and information: http://www.grandfactsheets.org/state_fact_sheets.cfm. You may want to share this website with the participants or print and distribute a handout from the resource list in your state.

V. Closing


Show slide 13.



Let participants know that their love and individual attention is the most important contribution to the preschoolers they serve.

 Optional: Distribute the remaining handout, *Recommended Resources for Volunteers Assisting Preschoolers*, a list of resources that participants can investigate on their own.

TIP: Customize the handouts or add your own. You may want to add your own tips and recommendations to the handouts, or highlight the tips and resources that you feel are most appropriate for your volunteers' assignments. You might also find information you would like to print out and distribute from the websites listed in the *Recommended Resources* handout.

 Last, ask participants to complete a *Training Feedback Survey* to help you improve the next workshop.

Ask participants if there are any more questions or last words before you close. Make any final announcements and thank participants for coming.

FACILITATOR NOTES FOR EXERCISE DEBRIEF

Facilitator: Below are general notes for each scenario and sample responses to the worksheet questions. You may want to offer these suggestions if participants get stuck during the “debrief” discussion.

A. The preschool teacher, **Ms. Miranda**, has asked you to read a storybook to a group of children. She wants them to enjoy the story and see reading as valuable. Do you have some ideas to hold their attention and make the most of this time?

General Notes: The volunteer reader should be enthusiastic (e.g. use different voices for different characters, use facial expressions and gestures), and pronounce words clearly. The reader can point out how the pictures relate to the story and ask children questions: Did that ever happen to you? What would you do if you saw a monkey with all those hats? (See the handout, *Tips: Reading Aloud to Children*, for more ideas.)

1. What are some steps you can take to assist this child/children?

- *Let the children choose the book.*
- *Be enthusiastic. Use facial expressions, voice, and gestures while reading. Try to sound like the characters.*

2. What are two behaviors that you can role model as you provide support (e.g. enthusiasm, listening skills)?

- *Love of books and stories.*
- *Interest in what the children think about the story (interest in what others have to contribute).*

3. What is one thing you hope the child/children will learn?

- *That reading is worthwhile, that books are good entertainment, too.*

B. **James** is playing on his own, working on another new creation using different materials. He is trying to figure out how the pieces can go together and starting to get a little frustrated. What should you do?

General Notes: The volunteer should resist the urge to do it for James and let him try to figure it out. Children learn by hands-on exploration, and in this case, trial and error. The volunteer can help by asking James to describe what he is doing; this may help him think through his process and come up with a solution as he is talking. If James gets too frustrated, the volunteer can ask if s/he can offer a suggestion (why don't you try this... and see if that works), but still allow James to do it. Sometimes suggesting a brief stretching break or time away from the task (but with the intent of returning) allows the child to calm down and refocus.

1. What are some steps you can take to assist this child/children?
 - *Ask James to talk about what he is trying to do, talk about the process.*
 - *Ask him if he wants to take a break and come back to it with a fresh start.*
2. What are two behaviors that you can role model as you provide support (e.g. enthusiasm, listening skills)?
 - *Patience*
 - *Perseverance*
3. What is one thing you hope the child/children will learn?
 - *Keep trying; you will figure it out. Don't give up because it seems hard at first.*

C. Luis and Julia usually have fun together, but today they are having a disagreement over whose turn it is to play with a favorite toy. It has now escalated to pushing, pulling, and yelling. What should you do?

General Notes: The volunteer should role model calmness and empathy in these situations, but stop any hurtful behavior in progress (e.g. hitting). The volunteer should know the teacher's plan for helping children learn how to resolve conflicts and how s/he is expected to support that plan. It is likely that the volunteer would only be expected to alert the teacher, and then step back as the teacher handles the situation. (See the handout, *Tips: Helping Children with Social and Emotional Growth* for a description of one way that some preschool programs teach children conflict resolution.)

1. What are some steps you can take to assist this child/children?
 - *Stop the hurtful behavior and ask the teacher to help.*
 - *Help the children calm down by asking them to take deep breaths and count while I hold the toy for them.*
2. What are two behaviors that you can role model as you provide support (e.g. enthusiasm, listening skills)?
 - *Calmness*
 - *Empathy, understanding*
3. What is one thing you hope the child/children will learn?
 - *How to share or that is important to learn to share with your friends.*

D. Tamika seems very shy around you and other children in the classroom. What kinds of things could you do during the day to help her feel more comfortable?

General Notes: The volunteer should find out from the teacher if there are any special circumstances (e.g. language or communication barriers) that contribute to Tamika's apparent shyness and how s/he can help. If Tamika is shy, the volunteer can help her by encouraging friendships with other children. If there is another child that seems to share Tamika's interests, ask him/her to come and play. The volunteer will need to be sensitive to Tamika's comfort level as s/he encourages her to play with other children and join group activities; some children need to observe the activities and group for awhile before choosing to actively participate.

1. What are some steps you can take to assist this child/children?

- *Watch to see what/who Tamika seems to be interested in so I can encourage her toward that.*
- *Be a calm supportive presence nearby; let her know I am there for her.*

2. What are two behaviors that you can role model as you provide support (e.g. enthusiasm, listening skills)?

- *Friendliness with the other children (smiling, greeting, asking questions, etc.).*
- *Respect for Tamika's feelings and space.*

3. What is one thing you hope the child/children will learn?

- *That the classroom is a supportive safe environment.*

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